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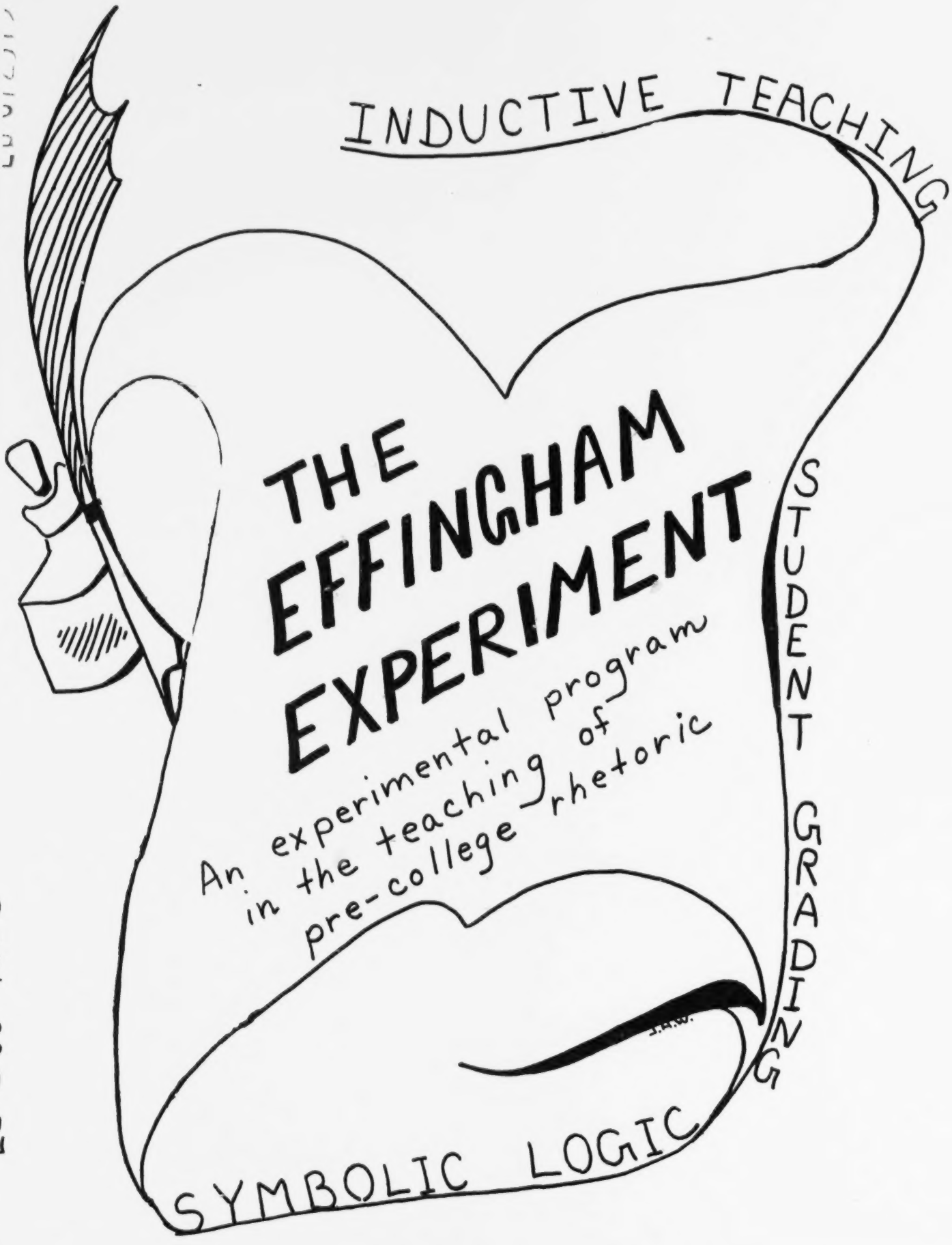
ABSTRACT

The report presents results of the evaluation of the Effingham Program for the Improvement of Pre-College English, an advanced course in pre-college rhetoric offered to gifted students in several classes over a period of several years. The project attempted to improve both intellectual content and methods of instruction for gifted students in the areas of writing and dialogue in the English language. Major program features are explained: inductive teaching, student grading of themes, daily practice in purposive and disciplined writing, use of specially prepared symbolic logic materials, and the Hawthorne effect (as the result of being a demonstration project). Data from students and visitors showed that both groups perceived unique aspects of the instruction. Other data showed that students who took the course received improved grades in freshman English classes at three universities, and that the writing ability of the students in the course improved decidedly during the school year they were studied. (KW)


INDUCTIVE TEACHING
THE EFFINGHAM EXPERIMENT
An experimental program in the teaching of pre-college rhetoric
STUDENT GRADING
SYMBOLIC LOGIC

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FINAL EVALUATION REPORT

ON THE

EFFINGHAM PROGRAM FOR THE IMPROVEMENT OF

PRE-COLLEGE ENGLISH (E-117)

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U.S. DEPARTMENT OF HEALTH,
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Note:

This report has been written for general distribution, and consequently, in non-technical language. Hopefully, it will be useful to demonstration center directors, demonstration teachers, and others interested in developing better materials and methods of instruction for gifted children.

Abstract

The Effingham Program for the Improvement of Pre-College English (hereafter referred to as The Effingham Experimental Project) is an advanced course in pre-college rhetoric designed for talented and gifted students. It has been offered in several classes over a period of several years. However, the evaluation of the project is tied mostly to the two years, 1967-69. The major features of the experimental variable are inductive teaching, student grading of themes, daily practice in purposive and disciplined writing, use of specially prepared symbolic logic materials, and the "Hawthorne" effect as the result of being a demonstration project.

The results of the evaluation show that the project was a unique one on the basis of two kinds of data--that supplied by students and that by visitors. Students perceived the experiment to be different from regular English classes. Visitors recognized the original features of the instruction. The materials based upon symbolic logic became clear to visitors only when explained.

The evaluation shows that, as a result of the course, the students received improved grades in freshman English classes at the three universities which enroll a considerable number of Effingham High School graduates.

The evaluation also shows that an analysis of the writing of the students in the experimental program revealed decided improvement during the 1968-69 school year.

Although not integral to the research of the experiment, the evaluation shows that intense two-day training of teachers resulted in much closer congruency between their goals and those of the teacher

of the experimental classes. That students can actually perceive some change in the teachers over a short period of time was also demonstrated.

The major recommendation is that similar efforts to improve the instruction of English can succeed, even though many view the effort as trying to embellish an already saturated situation.

Digest

The Effingham Experimental Project is an advanced pre-college rhetoric course with several unique features including a grammar derived from symbolic logic, inductive teaching of composition, and student evaluation of compositions--compositions which students write and compositions from published sources. The evaluation of the project shows the course helped students to do better work in college and to improve their writing skills.

Statement of Problem

Background Information

The Effingham Experimental Project has been a bold effort by a high school to improve both intellectual content and the methods of instruction for academically talented and gifted children in the areas of writing and dialogue in the English language. Although the total program has been complex, certain features have given the major thrust and have determined the major aspects of the year-long course. These features need to be understood in order to grasp the full significance of the research findings.

1. The most distinct feature was a series of exercises for composition utilizing the results of symbolic logic. These logic exercises were developed by Bertrand F. Richards of Indiana State University and used, along with other materials, in the experimental classes.

   Symbolic logic differs from other logic only in that it employs symbols for concepts and that the freedom allowed by symbolization permits its extension far beyond the scope of traditional logic.

   Ordered thought is a logical process, and experience with logical processes improves the ability to think clearly and economically. Students learn to test propositions for validity and to reject the invalid or illogical. The logical formulas are patterns for correct thinking which impress themselves on the mind; each use of a correct pattern makes subsequent use easier.

   To present a most elementary example:

$$\begin{array}{l} p \longrightarrow q \\ \underline{p \quad\quad} \\ q \end{array}$$

   READ: If p, then q, and p, implies q.

This formula (known as Modus Ponens in traditional logic) is always valid; i.e., it will always be true according to truth tables. Now, any sentences can be substituted on the variables 'p' and 'q'. For example:

p = Socrates is a man.

q = Socrates is mortal.

If Socrates is a man, then he is mortal.
and Socrates is a man.
Therefore, Socrates is mortal.

or, let p = Accuracy is required.

q = Spelling is important.

and

If accuracy is required, then spelling is important. Accuracy is required.
Therefore, spelling is important.

There are innumerable logical formulas of this nature--some of which are quite complicated, and some of which require the construction of the logical steps of a proof. But whether simple or complicated, the important thing is that each formula contains within it the germ of a composition. By the addition of introductory, developmental, explanatory, and conclusive sentences, paragraphs can be constructed. Since these paragraphs are built on a logical framework, they cannot but be well developed.

2. Classroom techniques used by Duane Neet emphasized an active, critic role for students. There is an old adage that the best way to learn is to teach another. He used similar approaches, epitomized when he had one student write a critique of the composition of another. Neet, in turn, would criticize the critic. By some methods he built awareness of both good and poor writing characteristics.

3. A second group of classroom techniques was built around the concept of inductive teaching. Thus students could often recognize specific

aspects of good and poor writing by going through many illustrations until these aspects became obvious without prior labeling. Although the project never stressed creativity as a goal, some of the procedures for inductive teaching would equally well nuture creativeness, especially in the critic role when it is combined with student grading. (See Appendix A)

Reasons for Questioning

The basic question raised about the project is whether or not the students can perform more adequately when writing the English language. Better performance is the anticipated result of a special program in which the students learn to think, speak, and write logically. That is, most written English, when examined rigorously, contains many kinds of logical flaws. Some of the flaws are obvious at a common sense level; some are inherent in the language itself; some exist only if the person receiving the message uses a decoding system different from the encoding system.

The purpose of the experimental program, designed to provide the students with some unique experiences, is to make students more aware of those flaws that lead to incorrect inductions and deductions, when using English. The program is not designed to teach students to use a new language or a special language like mathematics, formal logic with its set of symbols, or chemical formulas.

The problem for the researcher, when studying such a program, is to ascertain what events did take place and how the events are related. Nothing that he observes or induces can be assumed, with complete assurance, to occur in other times or places. He tries to indicate with what degree of confidence that a specific event would occur again under a particular set of circumstances.

The objectives for the Effingham Experimental Project were two-fold: First, to construct and to present in actual classroom situations a curriculum in English which demands that students employ intuitive thinking to discover, for themselves, the principles governing good English. Second, to devise and implement a system of evaluation which will permit an assessment of data collected and a determination as to whether or not this teaching method is superior to traditional methods.

Hypotheses

The first objective, dealing with methodology and course content, was concerned with the testing of six hypotheses about language teaching and language learning:

1. Writing can best be taught by an inductive or discovery approach utilizing the nonverbal awareness theory of learning.
2. Analysis can be used as a tool for discovering truths about language and about writing.
3. Language awareness augmenting traditional grammar can be secured through involvement with linguistic principles derived from symbolic logic.
4. Daily practice in purposive and disciplined writing best improves writing skill.
5. Both reading speed and reading comprehension can be improved through directed activities based on analytic methods.
6. Student understanding of and participation in every possible phase of the instruction--including evaluation--can secure lasting motivation.

The second objective, dealing with the utilization and evaluation of data collected was, in like manner, concerned with the testing of three hypotheses (positively stated) about the efficacy of the inductive-

discovery method engendering the first objective:

1. Graduates of Effingham High School subsequent to the establishment of the program will show marked improvement in first year college English grades over those of graduates of years prior to the program.
2. Graduates of Effingham High School will demonstrate a greater degree of success in freshman college English programs than the success predicted by comparison with national norms.
3. Participants in the Effingham High School program will exhibit greater improvement on standardized English tests administered at the beginning and end of the school year than could be predicted from the national norms for such tests.

Method

The "Way" of the Problem

In this project, three major events were of concern. (1) What do the students actually learn in the project? (2) To what extent are the learnings related to the activities of the project? (3) What is unique about the learnings and the activities as compared to traditional ones in the school? Obviously, the following variables should receive special attention:

1. What is the nature of activity "x" that distinguishes the project from regular English courses?
2. What is the nature of learning "y" that the students in the project gain that others do not?

There are several reasons why the experimental variable (activity "x") must be measured and described. If learning "y" were not to occur in either group, then would it be because the experimental variable was ineffective or did not exist at all? If the learning were to occur, than how can the result be attributed to the assumed variable, unless one knew it was present. Assuming success for the project, how can another school produce the same learning unless the school understands the activity well enough to reproduce it?

Another analogy will help demonstrate the problem. A farmer plants an acre of wheat to which he says he applied 100 pounds of fertilizer. How does he know he applied real fertilizer unless there was some kind of analysis of it? How could another farmer repeat

the experiment unless he knew the chemical analysis and could buy or produce the same kind of fertilizer?

But the farmer's problem is easily compared to determining the unique aspects of the special class and the consequent learnings.

The following data are the kinds that would help determine the nature of the independent and dependent variables:

Independent	Dependent
1. Knowledge of students	9. Attitudes of students
2. Attitudes of students	10. Results of content tests
3. Aptitudes of students	11. Performance in writing
4. Content in curriculum materials	12. Types of classes subsequently enrolled in
5. Content in tests that teacher uses	
6. Attitude of teacher toward class materials, activities, and students	
7. Length of class periods, and number of class periods	
8. Teacher verbal behavior	

However, measuring each variable will not tell what true relationships exist unless the variables are manipulated. If one plants only one field of corn, how can one ever know, with assurance, what had most to do with the yield? How to manipulate the variables is the hardest problem in experimental design.

Experimental Design

Because of the relatively small budget, it was impossible to find rigorous answers to all of the questions raised about the project. Consequently, priorities were placed on certain questions, based on subjective judgments about the importance of the question and the cost of finding good answers. The questions of highest priority were these, not all of which were well answered, however:

1. What did the rhetoric class contribute to college performance?
2. What were the unique aspects of the class as compared to typical high school rhetoric courses?
3. Could either the methods or the materials used be taught to other teachers in a relatively short time through demonstration and simulated practice?
4. What improvements in actual writing could be detected during the year while the students were in the class?

These are not the same priorities given at the beginning of the project. The staff matured along with the students; therefore, better, more worthwhile questions were raised as the project progressed. These changes in priorities over a two-year period seem in keeping with the spirit of the Illinois Gifted Program that stresses development, and with the writings of people in the field of evaluation which emphasize "formative" evaluation as well as "summative."

The answers to the four nigh priority questions were collected by interviews, questionnaires, comparison of college grades, check lists, and analysis of writing samples. In two situations, pre- and post-test, comparisons with control populations were possible. In other cases,

less formal design was required. Considering the size of the evaluation budget, we believe that one of the finest evaluations ever made in the Illinois Gifted Program has been done on this project.

In more detail, the following data was collected for each of the questions:

1. What did the rhetoric class contribute to college performances?
   a. Interview Schedule for College Professors (Appendix B, Instrument A).
   b. Comparison of Freshman English Class Grades with Overall Achievement of Each High School Graduate.
2. What were the unique aspects of the class as compared to typical high school rhetoric courses?
   a. Student Check List (Appendix B, Instrument B-1).
   b. Student Description of Teacher (Appendix B, Instrument E).
   c. Student Questionnaire (Appendix B, Instrument C).
   d. Teacher Reactions to Logic Materials (Appendix B, Instrument D).
3. Could either the methods or the materials used be taught to other teachers in a relatively short time through demonstration and simulated practice?
   a. Teacher Check List (Appendix B, Instrument B-2).
   b. Student Questionnaire (Appendix B, Instrument C).
   c. Student Check List (Appendix B, Instrument B-1).
4. What improvements in actual writing could be detected during the year while the students were in the class?
   a. Analysis of Specific Writing Assignments.

Data Collected and Treated

I. Interviews with college professors

Several interviews were conducted at Eastern Illinois University

and at Lakeland Junior College, and then interviews were abandoned because the instructors could not provide sufficiently specific information to warrant the costs of further interviews. As most of them kept referring to course grades, it was decided to concentrate on grades in more detail than originally planned.

The difficulty of using interviews can be seen in the transcript found in Appendix C.

II. Writing Improvement

One kind of evaluation was attempted that got at the actual writing skills of the students. This proved to be a bigger undertaking than anticipated so that all of the original intent could not be completed within the existing budget allocations for outside evaluators.

The intent was to compare the growth in writing skills of the students in the experimental class with students in control groups. This meant that two themes of each student had to be read by at least two independent judges skilled in grading of themes, and given ratings on various characteristics such as organization, grammar, logic, etc. A pilot test of the intent showed the readers could not possibly finish the task within the time allocated to them. So, instead, the two judges were asked to give a rating about how much the post-test was improved over the pre-test theme. The judges did not know which theme was written first, and they did not know whether the theme came from the experimental or control group. A score of "3" was used to indicate maximum growth. A minus score was given to show that the second theme showed less quality than the first. Since the judges did not know which was written first, the minus scores were determined later from the code placed on the themes.

The results were as follows:

Table I

Amount of Growth (N = 78)

	+3	+2	+1	0	-1	-2	-3
Judge x	5	19	29	12	5	3	2
Judge y	9	28	21	10	5	2	0

The amount of growth is significant at the 1% level of confidence by the ratings of both judges.

III. Freshmen English Grades

The assumption was made that if the rhetoric course helped the students in college more than typical high school courses, then these students ought to receive higher grades in freshmen English than could be expected of each one when looking at his other grades. Thus, if the typical student had a C average in other subjects, we would ordinarily expect a C in English as well, unless he had been in the Effingham Experimental Project. One adjustment had to be made, however. A particular English department might give grades that averaged out higher or lower than the other departments combined. This difference had to be added or subtracted for each student according to the college he entered. One other adjustment could have been made but was not because of the elaborate statistical work needed. The individual English department might not give the same spread of grades as other departments combined.

A nonparametric statistic was used, the Sign Test. A procedure described by Sidney Siegel was followed. (Siegel, Nonparametric Statistics for the Behavioral Sciences, McGraw Hill, 1956.)

The results are as follows: Beginning in the fall of 1965, the grades for entering freshmen generally improved each year above what could be expected on the basis of their other grades. This

indicates that the course itself improved each year, either through improvement of materials or improvement of the instruction, or both.

The extent of improvement is as follows: A "+" means that the student did better in freshmen English than could be expected from his other grades and in comparison to the other students, and a "-" means less well.

Table 2

	University "X"			University "Y"			University "Z"		
	+	-	Level of Significance	+	-	Level of Significance	+	-	Level of Significance[1]
1965	14	4	.015	10	7	.315	7	4	.274
1966	13	5	.048	9	5	.212	Data Missing		
1967	17	5	.008	Data Missing			9	3	.073
1968	18	3	.001	7	2	.090	7	1	.062

One - tailed assumption is made.

Thus, the students were definitely helped at University "X" and a trend appears at the other two universities, though the levels of significance only once approach the 5% level of confidence.

IV. Student Descriptions

Students were asked to describe "the most important thing to know about my English Teacher's teaching." Pre- and Post-test descriptions were obtained from 93 of the students in the classes of the teachers who went through the training. The two descriptions by each student were given to two outside judges to compare when all identifying data was removed. No significant results were obtained.

Table 3

	Judge A Predicted			Judge B Predicted	
Actual	Pre	Post	Actual	Pre	Post
Pre	54	49	Pre	56	47
Post	49	54	Post	47	56

The student check lists were also used by the same 93 students cited above. The results are as follows:

Table 4

Means of Student Check Lists of Teachers Who Received Training

Question	Pre-Test	Post-Test	Significance	Ideal	Toward Goal
1	1.97	1.66	5%	1.5	+.31
2	2.48	2.10	1%	3.0	-.38
3	2.90	3.30	5%	3.9	+.40
4	2.31	2.68	5%	4.0	+.37
5	1.60	1.34	--	1.2	+.26
6	1.91	1.75	--	1.0	+.16
7	1.28	1.34	--	1.2	-.06
8	1.63	1.54	--	1.2	+.09
9	1.23	1.91	1%	2.0	+.68
10	1.07	1.11	--	1.2	+.04

V. Student Check List

Students in both the experimental classes and in control classes made out a check list to describe ten characteristics of their classes. The characteristics were chosen by the creators of the project as being important aspects that should deviate from the typical classroom. The results are shown in Tables 5 and 6.

The actual means of each question are given in the table below. All classes were combined into two total groups, experimental and control.

Table 5

Means of Student Check List

Questions	Experimental		Control	Levels of Significance[1]
	Pre-	Post-	Pre-	
1	1.34	1.37	2.15	1%
2	2.94	3.58	2.53	1%
3	3.36	3.35	2.87	1%
4	3.06	3.25	2.89	--
5	1.07	1.12	2.03	1%
6	1.13	1.12	2.07	1%
7	1.09	1.37	1.57	1%
8	1.28	1.41	1.92	1%
9	1.88	1.86	2.88	1%
10	1.09	1.33	1.71	5%

[1]Pre-experimental compared with pre-control.

Data for the post-control was missing from three of the seven teachers involved and therefore was not included here. The T-Test on independent variable means was used for a test of significance.

As can be seen from data in Tables 5 and 6, the experimental classes were very significantly different from regular classes, as perceived by the students involved.

Table 6

Comparison of Combined Experimental Classes
With Seven Control Classes

	Checks Indicate Means	1 - Always True 2 - Usually True 3 - True Half of the Time 4 - Seldom True 5 - Never True
1.	My teacher encourages me to find out things for myself when I study the materials for the course.	1° 2 3 4 5
2.	My teacher primarily uses a lecture method to introduce new ideas.	1 2 3° 4 5
3.	My teacher is more concerned about grammatical correctness than about content.	1 2 3° 4 5
4.	My teacher believes that textbooks are the final authorities.	1 2 3° 4 5
5.	My teacher is concerned about concrete development in composition.	1° 2 3 4 5
6.	My teacher insists that I support with evidence every generalization that I make.	1° 2 3 4 5
7.	My teacher insists that every topic sentence helps develop the central idea of a composition.	1° 2 3 4 5
8.	My teacher insists that every composition has a beginning, a middle, and an end.	1° 2 3 4 5
9.	My teacher believes that I can learn more about writing by evaluating the composition of other students in the class than by studying the textbook.	1 2 3 4 5
10.	My teacher believes that frequent practice in writing compositions is necessary for the improvement of writing skills.	1° 2 3 4 5

° = Experimental teacher

Teachers were asked to predict the judgments of students participating in the total project. Tables 7 and 8 reflect the findings in this area.

Table 7

Means of Teacher Check Lists

	Experimental			Control	
Question	Ideal[1]	Predicted Real[2]	Real	Ideal[1]	Predicted Real[2]
1	2	2	1.3	1.5	2.5
2	3	4	2.9	3.5	3.0
3	3	4	3.4	3.9	3.4
4	4	5	3.1	4.0	3.4
5	1	1	1.1	1.1	2.6
6	1	1	1.1	1.0	2.0
7	1	1	1.1	1.1	2.0
8	1	1	1.3	1.1	2.0
9	2	1	1.9	2.0	2.8
10	1	1	1.1	1.1	1.9

[1]"Describe yourself the way you would want your students to describe you."

[2]"Predict the score you think your students will actually give to you."

Students were also asked to complete the following sentence and then write a paragraph about it. "The most important thing to know about my English teacher's teaching is ...." There were 78 paragraphs by 78 students in the experimental class and an equal number of control paragraphs. (A larger number was collected, so a random sample was drawn to match with the experimental group.) The paragraphs were coded and given in pairs (one experimental and one control) to two judges. All identifying data was removed. Each judge was asked to identify the paragraph out of each pair that would indicate the unique classroom being described. The results are as follows:

Table 8

Judge A (University Professor)

		Choice	
		Experimental	Control
Actual	E	120	36
	C	36	120

Judge B (Graduate Student)

		Choice	
		Experimental	Control
Actual	E	110	46
	C	46	110

Using the chi-square test, both judges could make the distinction at the 1% level of confidence.

The judges were then asked to pick out together one paragraph that seemed to typify the descriptions of the experimental classes. This is the one they chose:

> The most important thing to know about my English teacher's teaching is that he encourages students to find out things for themselves when they study the materials for the course. My teacher believes in the inductive method of teaching. Instead of lecturing about the materials for the course my English teacher wants his students to study the materials and learn for themselves about the material. He believes that something that is self-taught, or that a student learns from his own experiences will be remembered better and longer than something which involves the teacher lecturing hour after hour. He has a theory that "students learn from their experiences." For this reason, my English teacher makes his students write daily, grade classmates papers, and write in-class and out-class themes to the best of their ability. He believes that the students will learn to write by writing. It is my belief that the most important thing to know about my English teacher's teaching is the fact that he encourages his students to learn through their own experiences and to find out things for themselves.

VI. Student Questionnaire

Students were regularly asked to react to their class experiences. (See Appendix B, Instrument C). The main purpose of the instrument was to provide feedback to the teacher in order to improve the

course. But the results were also used to help determine the possible uniqueness of the course. The questionnaires were read and reacted to subjectively by a reader. The following tabulations were made of the open-ended responses, noting those things that the students saw distinguishing this class from others.

1. The class was distinctly different from other classes in English.
2. Inductive teaching was generally liked, and fairly well understood.
3. Most students enjoyed grading papers written by other students and learned a lot by it.
4. The teaching of logic was not always well accepted or understood. Most, however, responded favorably, and some said it was very useful work.
5. There were highly mixed reactions to the demands for much writing and daily reports. Those who did well on either were for the activities, though more students were against the daily reports toward the end of the year.
6. The instructor demanded rigorous work, in keeping with his clearly set standards. Most of the students responded quite well to his expectations, except for an occasional student who thought the work was too difficult for him. Most of the students saw the class work as helping in college, though a few had non-college plans.

VII. Teacher Reactions to Logic Materials

Two approaches were used to find out if the logic exercises were perceived as unique instructional materials. These were the

review of reports made by visitors to the class and by actual study of the materials by English teachers.

Twenty-nine visitor evaluation sheets were studied to see what the visitors to the classes observed. The visits covered a three-month period over the spring semester. There was only one mention of logic materials, though other features of the class were often mentioned, such as students grading papers of others, the inductive teaching approach, and the daily reports. The reasons for not mentioning the logic materials can only be guessed at. Perhaps they were not in obvious use the days the visitors were there. Perhaps the teachers were more attuned to matters of class control, theme writing, and class discussion.

In contrast to the low visibility of the logic materials to classroom visitors, the materials themselves provoked many distinctive responses when teachers tried to read them and use them. (See Appendix B) When the materials were given to a workshop of thirty teachers of English, the following reactions were given, after one half-hour of study.

Table 9

1. Does any of the material look familiar to you?

   all 0 Most 1 Some 15 None 14

2. Have you ever had a course on a) formal logic? Yes 1 No 28

   b) semantics? Yes 7 No 21

3. Have you every heard of a "Truth Table"? Yes 1 No 29

4. What is a syllogism? (Three answers showed understanding of the term.)

5. Punctuate the following sentence in order for it to make sense.

   How is green spelled

   (Fourteen put the word "green" in quotes; two re-wrote the sentence; seven underlined the word.)

From the above responses, it seems that the materials are distinctive when viewed directly, but the use of the concepts in the classroom may not be so readily apparent unless the visitors receive special instruction on what to watch for.

Findings and Conclusions

Time is always a major obstacle in education. And this project was not immuned from this constraint. The logic exercises were developed by Bertrand F. Richards of Indiana State University, Terre Haute, Indiana. They were made into a book of materials and used by the students over varying periods of time while mixed in with other activities. The logic exercises would, alone, take about three or four months of time.

A second factor in appraising experimental efforts is the well-known Hawthorne effect. The Hawthorne effect was in operation here, an escapable consequence in any learning experiment with people. Obviously, the researcher would often like to find a research design that would screen out the Hawthorne effect, an almost hopeless desire. There is another view to be taken, however. If, in fact, the Hawthorne effect influences results, why not magnify the effect in all programs? Psychologically, the Hawthorne effect means that the subjects of the experiment feel someone is taking a personal interest in them. Does this not seem desirable for students?

The Hawthorne effect raises still another question if it means that the subjects of the experiment feel more involved, then why should educators be so concerned about labeling an experiment as an experiment? Start any "experimental" program and see how many parents do not want their children in it, as long as they know they do have the freedom to keep them out!

The issue of Hawthorne was especially important in the Effingham Experimental Project because the classes also served as a demonstration program for the Illinois Gifted Program.

Discussion

Much of the material normally found in this section is reflected in the appendices.

During the years which I taught the Effingham Experimental Project (I presently teach only one gifted class) and was director of the experiment, I had some of the most gratifying experiences, as well as frustrating experiences, of my teaching career. These experiences involved both verbal and non-verbal communications from my seniors. Students commented that they enjoyed writing and that they felt more confident about their writing after completing the course. Students communicated non-verbally when their facial expressions indicated "I finally see it," after they had made a discovery in class.

On one occasion while I was rehearsing the class for a video tape presentation, one student made a discovery about a symbolic logic problem. She became so excited that she jumped from her seat and yelled, "I've got it." A few minutes later, when we prepared the video tape, she acted out the discovery, but the effect was just not the same. That initial burst of enthusiasm was just too sincere to be repeated in role playing.

I would like to take some time to reflect on some of the aspects of the experimental program.

1. The teaching of the symbolic logic--These logic materials were difficult to teach that first year. I am greatly indebted to Dr. Bertrand Richards of Indiana State University for helping me survive the teaching of the materials. The very first year of the experiment was frustrating because at that time Dr. Richards had not worked out detailed lesson plans and the teachers' commentaries as are now available. He worked

with me every week to cover the logic materials so that I could present them and keep the class moving until he returned the following week to teach the class.

Although the logic materials can be frustrating, these materials do help students to write more logically. Before I had introduced the logical formulas, students developed paragraphs, but the conclusions to those paragraphs didn't logically follow what preceded them. Students could see, after they had worked with the formulas, that their conclusions to paragraphs logically followed the development sentences and topic sentences. (For students comments about the logic material, see Appendix E.)

Based on my own experience in teaching the materials and in working with ten teachers in a two-day inservice workshop, I would suggest that a teacher who is willing to try these materials should carefully study them and plan to work with a teacher who has already taught them. I recommend inservice training prior to teaching the materials. In no way are my comments intended to discourage the teacher. I do believe, however, that a teacher could become discouraged while teaching the logic material, if that teacher is not familiar with the lessons.

2. In-class, daily, purposive writing--This class activity definitely contributed to students' improving their writing. Each student had his own composition book which was kept in the classroom. I made assignments, and students wrote for about fifteen minutes while I went from student to student to make on-the-spot corrections. This period was a writing laboratory, and students knew

that they would not be graded on their writing.

I found these writing assignments highly motivating. When one class would leave the room, students from another rhetoric class would ask, in the hall, "What did you write about in rhetoric today?" My enjoyment came from seeing students enjoy writing. Writing no longer seemed to be a chore. They became so involved in the work that, in time, I made these daily assignments their responsibility. Some of the best writing assignments were student prepared. It was a real thrill to see these students work so conscientiously to devise the best possible assignments--assignments which interested other students. They knew that they were responsible for the teaching, and in every case they had specific purposes for giving the writing assignments.

3. Inductive, non-verbal awareness theory of teaching composition--When I first started teaching the experiment, I questioned if composition could be taught inductively. I knew that inductive teaching was not new. I just couldn't see how students could learn to write if the teacher didn't tell them how to write. I had not been known for letting students discover answers; I had been known for providing most answers. The inductive approach caused me to change my way of teaching. That change gave me a new insight into teaching.

I read as many references about inductive teaching as I could, and I searched out many examples to present the qualities of composition. I decided to tell the students little; I expected them to discover much.

That first year they did discover much. In fact, probably more than I. I was frustrated several times when, during a discussion, students verbalized something about a composition which I had not put on my list of discoveries which they might make. I thought that they would tell me only what I knew about the composition which we were analyzing. Soon I relieved my frustration. I threw away my list of discoveries, and frequently went to class not real confident about the composition which we would be analyzing and discussing. I found myself learning from the students.

I suggest that teachers of composition use inductive teaching as much as possible. Don't tell the students how to write a paragraph. Present several models, analyze them, and let the students discover what good composition is.

4. Student evaluation of one another's compositions--If I had to select one part of the experiment as the most rewarding, beneficial to students' learning, and fascinating, I would select student grading. Also student grading of themes is probably the most exportable part of the experiment. For that reason I have written a lengthy section which, I hope, will be useful to teachers who want to try an innovation. (For a lengthy discussion, see Appendix D.)

5. The experiment, I feel, was a success for many reasons. (Details concerning each activity can be found on the following pages.) It was hard work and consumed many hours of my time. Also it couldn't have been successful without the cooperation and support of many people. I cannot mention them all: my wife, Patricia, for her patience when I spent hours working on the project; Mrs. June Stark, for her encouragement and assistance;

Dr. Gordon Hoke for assisting in writing the final report; Dr. Bertrand Richards for his guidance and for his part of the final report; Mrs. Clar Mortland of Vandalia High School and Mrs. Frances Richardson of Shelbyville High School, for their cooperation; Mary Ellen Wente, my secretary, for her work; Mr. Harold Voyles and Mr. Ray Lane, principal and superintendent, respectively, in Unit #40 during the experiment; and the Board of Education of Effingham Community Unit #40, for their support.

Symbolic Logic

The theories that were tested were new, radically different, and philosophically difficult, but the students themselves were engaged only in analysis of language units, in the determining of the form and structure of English sentences, and in the composition of successful and valid prose.

The process of discovery through analysis is directed so that the discoveries about language coincide with the statements about language made by logistic philosophers (Russell, Tarski, Carnap, Reichenback) as the results of symbolic logic.

The Effingham program does not intend or pretend to teach symbolic logic. But, because of its extreme clarity and great precision, because of the vastly increased number of language units which can be handled, and because of the fact that students are much intrigued by it, a great deal of symbolization is employed. Formulas and truth tables and manipulations of statement-forms, all in symbolized expressions, are used. However, students know that this symbolization is a shorthand or an algebra for sentences or statements about sentences (meta-language); the sentence is always there, but it is likely to be present on a level below that of consciousness.

The justification for the use of the results of symbolic logic in language analysis is this: The truths about language revealed by symbolic logic mirror the development of language both for the individual and for the ethnic group. The non-verbal processes of thought ultimately produce the few primitive verbalized utterances which are the atomic or prime sentences of the language. These atomic sentences, combining in ever-increasing complexity, form the body of language. But every utterance, however complicated, can be reduced to its prime constituents, its structure analyzed, and its validity tested. A method of language study which duplicates the processes of language formation is fraught with possibilities.

Language study based on the results of symbolic logic is not just another digression from traditional grammar such as are structural linguistics, general semantics, or transformational or generative grammars. It offers a new approach, a new assault which might succeed whereas old approaches and old assaults seem to be making little progress. The notions with which this grammar derived from symbolic logic deals--such notions as denotation, predication, classification, relation--designate conditions of language as surely as do the notions of traditional grammar, or structural linguistics, or transformational and generative grammars. However, semiotic relies not on symbolic logic alone; the valid contributions of all the above disciplines are the substance of total language study. The concepts of symbolic logic offer something that these other grammars simply do not possess, a basis for the formulation of language. Where the others attempt to describe a language or language, the grammar derived from symbolic logic perceives, and through perception, constructs. Each element of this grammar is the correlate of an intuition, and is discovered only through intellectual activity.

Inductive Teaching

The method employed in the Effingham program is an intuitive, inductive, or discovery method. It utilizes the non-verbal awareness theory of learning. The materials are in large part those discoveries about language (and for that matter, about all knowledge transmitted through language) resulting from symbolic logic. It may well be that the best name for the English being taught in the Effingham program is Analytic English. An attempt is made to utilize the natural processes of thought, and in its preliminary stages at least, what is called thinking consists principally of analysis--of sorting, of classification. It is believed that empirical knowledge--call it experience, if you will--can be employed to induce learning by what might well be termed guided intuition. Students are led to analyze, to classify experiences and ideas, and to synthesize the results of their analyses into new applications, new thoughts. Now, there is nothing new about inductive method, and it is undeniable that in practice it has not proved to be as successful as it should be from its theory. But there is something new in the notion that perhaps the near-failure of the inductive method is due to the fact that teachers who have attempted to employ it have failed to allow it to remain intuitive. The non-verbal awareness theory of learning holds that the discoveries made intuitively must be allowed to remain in the sub-liminal until such time as, bolstered by repetitions and reinforced by further experiences, they are so fixed that they can easily be brought up to the levels of conscious thought and verbal expression.

Communication is the necessary and successful expression of thought. This communication is primarily through language. Thought for the most

part consists of analysis and synthesis resulting in identification, combination, possibilities, and choices. The surest learning results from discoveries made during the process of thought. This learning is best described as the sudden, non-verbal awareness of a concept--that is, it is accomplished on a level of consciousness below that of verbalization. Discoveries are made; there is a flash of intuition; new combinations or new applications are induced from old knowledge. That which is discovered intuitively is learned permanently. But frequently the newly acquired learning is impeded or destroyed by the attempt to express in language the generalization of the knowledge before vocabulary and experience have readied the learner for this activity.

Student Grading

Students in the Effingham program find themselves rather deeply involved in procedures from the very start. Once they have been taught the process of analysis, they must employ it to discover the answers to problems presented to them. They are told little; they are asked to discover much. They are directed toward insights which will themselves provide understanding. They are forced to think. As a result, students in the Effingham program demonstrate learning; they do not recite rules nor attempt to explain processes.

Most often students are analyzing written materials--their own or those of fellow students. An early unit is taught on the principles of evaluation of student writing. After students have become familiar with evaluation, they are, from then on, actively engaged in the judging and grading of their own and their classmates' papers. They quickly learn the important lessons of unprejudiced judgment and defense of a position taken. It is through this system of participatory grading

that the vastly increased amount of writing engaged in by students in the Effingham program could be handled. Instead of spending all his time grading papers, the instructor supervises grading, evaluates grading, and grades a sampling of papers himself.

Classroom Procedures

I. Analysis

Students once engaged in analysis rapidly divide English into speech and writing. Each of these yields to the division, transmitted - received. Thus, speech is two-fold, speaking and hearing; writing is two-fold, composing and reading. Writing divides by purpose into writing to entertain (creative) and writing to instruct (exposition). Exposition by purpose is to inform, to explain, or to persuade. Note that this logical analysis departs from the traditional four forms--Narration, Description, Exposition, Persuasion. Students are quick to see that there is a difference between simple telling or reporting or mere chronological order and the story-telling which is narration. They are led to the use of a new term, presentation for the one, and to assign narration to creative writing. In the same manner they discover that description is a technique of both exposition and creative writing, but that it is a different technique in each case. The description of exposition they come to call accurate description or scientific description, while that of creative writing they call artistic description. They discover the meaning and nature of ambiguity and learn that conscious use of it adds to the effect of creative writing, but that unconscious or unintended ambiguity can be devastating to the precision writing which is exposition.

Throughout the year, in writing, in language, and in reading,

students are constantly and consciously continuing this process of analyzing English. It is quite possible that one can make a conscious effort toward mental activity which will result in inductive discovery. Students in the Effingham program demonstrate learning; they do not recite rules nor attempt to explain processes.

II. Writing Assignments

Approximately fifteen minutes of each class period is devoted to writing in a bound composition book. The writing may consist only of the construction of sentences, or it may require the development of a paragraph. Occasionally, much time is allowed, and a short theme composed in class. But non-directed writing is never permitted. Through discussion and planning the student comes to know exactly what his goal is.

In a preliminary sentence or two before starting his actual composition, he will identify his audience, state his purpose, and indicate the method he will use to accomplish it. Moreover, his writing is disciplined; the instructor moves from student to student, checking, suggesting, encouraging. Errors are noted and eradicated instantaneously. Correct insights are recognized and given immediate reinforcement.

The writing assignments are many and varied. Often they are devised by the students themselves. But, for the most part, they are about writing--about how to write, about actual techniques of composition. Once techniques are understood (the understanding is proved by their abilities to write about techniques), they are then employed in a theme about specific subject, not about writing.

Pupils are well aware of the purpose of this course, to better prepare them for their college work. Accordingly, they are told that

great stress will be laid on exposition and its techniques. While creative writing will not be neglected, their college courses will call most frequently for expository writing. Therefore, the daily writing assignment will be dictated by or related to the current reading and language activities; it may well be an exposition about exposition. Many of the daily assignments call for creative imitation or transliteration of the materials read. The techniques of paraphrase and précis are taught. Thus, students are prepared for the vastly increased reading loads which they will encounter in college.

III. Reading Assignments

Out-class reading assignments are from longer selections. The attempt is made to allow outside reading to be free reading, the only requirement being that selection must stress exposition or non-fiction. The reading of novels and other forms of creative writing is encouraged, but such reading must be balanced with expository writing. The reading problem which will generally confront the student in college is the expository essay; he is made cognizant of it and taught how to deal with it.

The student is encouraged to read against time in his private reading, and to record and to report his progress. He is urged to jot down proof of his comprehension as he reads, and to work to lessen the time it takes him to understand what he has read.

IV. Summary Statement

Students are involved in instruction in other ways. Often the objective of a unit will be stated, and students will be asked to develop in the daily writing activity the best way to attain it. Whenever feasible, student suggestions are accepted. But, whatever

the resulting procedures, student involvement is assured because students are constantly aware of the purpose of their activity and of the progress being made.

Recommendations for Further Research or Future Action

Teachers need to learn how to use students in their classrooms to try new techniques and materials. As teachers, too frequently we are afraid to give students certain responsibilities which we feel that students cannot handle--including some which will give students worthwhile learning experiences. Ronald Lippitt in his article, "Process of Curriculum Change," makes a point when he says ". . . teachers have not learned how to use students as collaborators in the process of change and in trying out of materials . . ." (See Appendix A). Had the Effingham Experimental Project not involved students as collaborators, student grading, one of the boldest changes in teaching composition, never would have been a major part of the senior English curriculum.

There is much demand to make many more bold strokes in providing for gifted children. (See Appendix E). General content revision has been criticized as not adequate enough to meet the demands of our times. Yet, it is gratifying experience to know that a school and a teacher can undertake to improve an existing course to the point that measurable changes result. One small effort like that gives promise to the bigger changes that could take place if schools only make the effort without waiting for others to do the chore.

Obviously, in hind-sight, a more thorough job could have been completed. The test for the school now is whether further action can be taken to expand the impact of improved classes for students with various talents. Not only grades in English should be raised in college, but also other subjects should make the changes required.

The following recommendations are made as the result of the experiences in the project:

1. English teachers should be offered opportunities to receive training in the use of logic in composition, in supervising students' grading the work of each other, and in inductive teaching.
2. All classes should be visited regularly by other teachers in the building or the area in order to achieve the benefits of the Hawthorne effect.
3. Well-supervised training that is planned and intense can be productive even if the training is for a duration of only a few days.
4. Teachers in other subject areas ought to be challenged to build demonstratable lessons that meet criteria of uniqueness, with some accompanying rewards. Such action ought to be built into the reimbursement program of the Gifted Program Development Section, and not be left just to the experimental and demonstration projects.
5. Teachers should be shown in more detail what they can learn from their students in improving their classroom materials and procedures. After all, gifted students are often ahead of the adults who instruct them.
6. Evaluation packages ought to be developed and offered to schools and programs to use. The evaluation of this project made much better progress after the personnel were made aware of the partially developed packages already available.
7. In teaching composition, at any level, teachers should be willing to try student evaluation of one another's paragraphs and themes. These teachers should be encouraged to work closely with Duane Neet to develop units which the teachers can take back into their own classrooms and use.

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APPENDICES

APPENDIX A

A teacher certainly needs to be helped to be actively a seeker of new expert resources, learning new concepts, new techniques continuously as they are emerging and becoming available. Just as important the teacher needs to have the active collaboration with colleagues in sharing practices, learning together, and facing needs for new skills. Finally the teacher needs to be able continuously to have the tools to diagnose his own class situation, to involve the students in adaptations of curriculum, invention of new procedures, exploring of new resources as needed.

What are some of the problems with these three functions as they now seem to exist in our work with school systems? First of all, in relation to reaching out toward outside resources, we find the teacher typically not involved in the review and evaluation and exploration of the relevance of new materials, not highly involved in decisions about usage, certainly not highly involved in decisions to work on adaptation of the new materials in development projects.

Second, we find the teacher conspicuously deprived of help to achieve the kind of conceptual framework that is needed in order for him to become a creative user of materials. We find, in terms of relations to colleagues, there are a variety of inhibitions to sharing, many fears and cautions around sharing the needs for skill development and collaborating on skill development work. In work with the class we find typically that teachers have not learned how to use students as collaborators in the process of change and in trying out of materials. Nor do they have the tools to get feedback from students to evaluate their responses as the curriculum consumer.

As I see it, the priority needs at this level of presentation of curriculum by teachers are: First, a need for involvement in the conceptualization of curriculum framework criteria and an opportunity to review materials and designs in terms of criteria; second, a need for freedom to explore the new skills needed for utilizing curriculum in learning experiences; and third, a need to have help in developing and using tools for getting feedback about success of use from their pupils and students.[1]

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[1]Ronald Lippitt. "Processes of Curriculum Change." Curriculum Change: Direction and Process, ed. Robert R. Leeper. Washington D.C.: Association for Supervision and Curriculum Development, NEA, p. 51. (Emphasis Added).

Appendix B

(The following instruments are displayed in this appendix)

Instrument A	Interview Schedule for College Professors
Instrument B-1	Student Check List
Instrument B-2	Teacher Check List (Items the same as for B-1)
Instrument C	Student Questionnaire
Instrument D	Teacher Reactions to Logic Materials
Instrument E	Student Description of Teacher

Instrument A

Interview Schedule for College Professors

Specific questions to be utilized in interviews with English professors:

1. Text book and resource materials used in Freshman Composition class.

2. Individual teacher's specific objectives.

3. Evaluation of materials in relationship to these objectives.

4. The procedures for the identification and selection of students for participation in composition class.

5. How many students are taking freshman rhetoric at your college or university?

6. How many English teachers are teaching English composition at the freshman level?

7. College instructor's experience:
   a. college.
   b. high school.
   c. symbolic logic.
   d. inductive and/or non-verbal awareness.

8. Evaluation techniques employed for measuring students' progress.

9. Utilization of student self-evaluation techniques.

10. Procedures for the objective evaluation of student compositions.

11. What recommendations would you make to high school teachers to better prepare students for college composition?

12. What noticeable differences are there between the Effingham students and other class members?

13. What is the present status of the student in your class at this time?

14. Willingness of instructor to grade high school English themes for experimental purposes (with or without fee).

15. Possibility of collecting additional information in the near future.

Instrument B-1

Student Check List

1 - Always True
2 - Usually True
3 - True Half of the Time
4 - Seldom True
5 - Never True

1.	My teacher encourages me to find out things for myself when I study the materials for the course.	1	2	3	4	5
2.	My teacher primarily uses a lecture method to introduce new ideas.	1	2	3	4	5
3.	My teacher is more concerned about grammatical correctness than about content.	1	2	3	4	5
4.	My teacher believes that textbooks are the final authorities.	1	2	3	4	5
5.	My teacher is concerned about concrete development in composition.	1	2	3	4	5
6.	My teacher insists that I support with evidence every generalization that I make.	1	2	3	4	5
7.	My teacher insists that every topic sentence helps develop the central idea of a composition.	1	2	3	4	5
8.	My teacher insists that every composition has a beginning, a middle, and an end.	1	2	3	4	5
9.	My teacher believes that I can learn more about writing by evaluating the composition of other students in the class than by studying the textbook.	1	2	3	4	5
10.	My teacher believes that frequent practice in writing compositions is necessary for the improvement of writing skills.	1	2	3	4	5

Instrument B-2

Teacher Check List

Directions: Fill in the form twice. First describe yourself the way you wish students would describe you (ideal), and second, the way you think they actually will (predicted real).

1 - Always True
2 - Usually True
3 - True Half of the Time
4 - Seldom True
5 - Never True

1.	My teacher encourages me to find out things for myself when I study the materials for the course.	1	2	3	4	5
2.	My teacher primarily uses a lecture method to introduce new ideas.	1	2	3	4	5
3.	My teacher is more concerned about grammatical correctness than about content.	1	2	3	4	5
4.	My teacher believes that textbooks are the final authorities.	1	2	3	4	5
5.	My teacher is concerned about concrete development in composition.	1	2	3	4	5
6.	My teacher insists that I support with evidence every generalization that I make.	1	2	3	4	5
7.	My teacher insists that every topic sentence helps develop the central idea of a composition.	1	2	3	4	5
8.	My teacher insists that every composition has a beginning, a middle, and an end.	1	2	3	4	5
9.	My teacher believes that I can learn more about writing by evaluating the composition of other students in the class than by studying the textbook.	1	2	3	4	5
10.	My teacher believes that frequent practice in writing compositions is necessary for the improvement of writing skills.	1	2	3	4	5

Instrument C

Student Questionnaire

N-E-E-T Project Questionnaire

Name: _____ Date: _____

Address: _____
(Street) (City)

I plan to attend college at _____

Please answer the following questions in complete sentences. (Do Not merely answer "Yes" or "No.") Complete information will be appreciated. If necessary, complete your answers on the back of the page.

1. What is (are) the strongest point(s) of the course?

What impressed me most about the rhetoric course and what I consider to be the strongest point is Mr. Neet's ability to motivate his class. The assignments are presented to the class in a way that makes them interesting and desirable to the students. I suppose most of the enthusiasm stems from Mr. Neet's character and attitude toward the students.

2. What is (are) the weakest point(s) of the course?

The weakest point of rhetoric this year was that there were not enough in-class themes. I think it would have been to the students' benefit to have more practice at writing on the spur of the moment.

3. What have you enjoyed the most?

I have enjoyed every minute of class time spent in Room 222. I enjoyed the writing assignments and discussions during class.

4. What have you enjoyed the least?

The least enjoyable time in rhetoric was the quarter we had a student teacher. Rhetoric is one course in which only the qualified full-fledged teachers should teach.

5. What have you accomplished in rhetoric this year?

I believe I have developed my writing ability far beyond what it was when I started rhetoric. My grammar has improved greatly. I have learned the importance of organization, unity, and concreteness, in a paper. The most important accomplishment was my recognition of the use of logic in writing.

6. What did you think you would accomplish, but have not accomplished?

Since I had no real goal at the beginning of rhetoric, I had no idea what I would accomplish.

7. What recommendations would you make? (Answer under the letters below.)

A. Changes

More emphasis on creative writing.
I believe that the daily reports are crucial during the first semester, but are only a bother during the second semester

B. Additions

There should be more emphasis on creative writing and in-class themes.

C. Omissions

Class discussion of individual daily reports should be omitted after the first nine weeks because the reports are so much alike that we couldn't find any more to say. Of course, exceptions should be made.

8. Do you feel more confident about ability to write? (Discuss)

Yes, I feel much more confident. Even if I can't write well yet, I at least know what the requirements are for writing a good paper. At least I know where I'm going when I sit down to write a paper.

9. Can you write more competently? (Discuss)

10. Do you know how to attack a writing assignment? (Discuss)

Yes. I know that a paper has a definite beginning, middle, and end. I know that I have to develop my thesis with concrete examples and facts.

11. What are the basic principles of organization?

Beginning, middle, end.
The thesis should organize the paper in the beginning.

12. In your opinion is daily writing valuable? How?

I enjoyed the daily writing assignments to an ~~eftent~~ extent, but I feel the number of them should be cut down to one every other day. It got so the students would write anything just to have something down.

13. Does the writing of the daily report help students learn to write?

During the first semester the daily report helps students learn to write. The second semester is a bother as far as daily reports are concerned. I reached a point where I couldn't learn much more about writing daily reports.

14. If you learned new vocabulary words this year, how did you learn them?

I didn't learn too many vocabulary words, but the ones I did learn pertained to the grammar or writing we were learning in class.

15. Would you suggest a high grading standard at the beginning of the year or toward the third grading period? (Comment on the present grading standard in rhetoric.)

I would suggest a higher grading standard toward the third quarter, because by this time, Mr. Reet can effect more of the student. Mr. Reet's grading standard was completely fair as far as I could see. His grading was strict enough to motivate the students but not too strict, which would discourage the students. Mr. Reet should continue his present grading standard.

16. How would you teach grammar? (Discuss)

I would teach grammar about the same as Mr. Reet taught grammar. I would make my students write themes and I would grade them on mechanics. This way the students could learn how to write papers and learn grammar at the same time.

17. Can you learn to write from a model? (Discuss)

A model is helpful in that it gives me a pattern to follow, but it does not let the writer be very flexible.

18. General: (Make comments in the following areas: a) student grading; b) in-class themes.)

Student grading is beneficial to the rhetoric students because it gives them a chance to recognize errors in other papers. This makes the students more aware of the errors in their own papers.

There should be more work done with in-class themes. These themes give the students practice in writing under pressure to complete an assignment.

19. Comment about our work in symbolic logic.

Our work in symbolic logic was helpful because it enabled us to recognize errors in logic in our papers as well as in papers written by other authors. From now on, I would hope that the rhetoric instructor teach this particular course. I could have gotten more from symbolic logic if Mr. Reet had taught it and not a student teacher.

20. What is your reaction to the inductive method of teaching?

If the inductive method is what I have efperienced this past year, I'm all for it.

21. What comments do you have about the materials (books in my room) which have been available to you? Be as specific as you can.

The books you have on style and the book Prose Models are particularly good. I did not use all the books so I really can't comment on them.

22. Additional comments and criticisms:

Why don't you add another large paper (500-700 words) besides the term paper. This will give the students more practice in writing research papers. You could even try letting other students grade the themes.

Instrument D

Teacher Reactions to Logic Materials

Instructions: Read the materials for a half hour and then answer:

1. Does any of the material look familiar to you?

   All of it____ Most____ Some____ None____

2. Have you ever had a course on

   a. formal logic? Yes____ No____

   b. semantics? Yes____ No____

3. Have you ever heard of a "truth table"? Yes____ No____

4. What is a syllogism? _____

   _____

   _____

   _____

5. Punctuate the following sentence in order for it to make sense.

   How is green spelled

Comments about the materials:

Instrument E

Student Description of Teacher

Complete the following sentence and then write a well-developed paragraph using it as a topic sentence.

"The most important thing to know about my English teacher's teaching is _____

Appendix C

(Transcript of Interview Conducted with a University Professor)

Basically what we are interested in finding out is what we can do for the high school seniors that are taking pre-college rhetoric and in terms of better preparing them for the schools to which they go to now. In particular, our study concerns Effingham High School. They will be expanding their program this year but what we would like to find out from you ... Do you know whether you have any Effingham students?

I know at least according to your secretary that I have Tom _____

Do you remember Tom?

Yes.

Could you tell me, in recalling, did you have Tom this semester or ...

No, that was in winter quarter 120, or 121 ... 121.

The English Department here is fairly solid in its approach to composition.

Well, I don't know quite what you mean by solid.

Well, I mean there is some basic understanding as to what you are looking for. There is some consensus. That is what I meant there.

Do you remember this particular youngster? I don't know whether you might recall his performance in writing or not, what his strengths or weaknesses might be.

As I taught that last winter, I had them write three times. They had assignments but they weren't graded so much on the writing as on the content, but the writing assignments that we did, he did a fairly long paper and it dealt with and it was about ...? And then for the

mid-term I gave a test in which I wanted the answers to be in essay form and I averaged the two grades together and it was a C. Which is par. Maybe they don't do as well impromptu as they have time to think. And then the term paper that he handed in....

How did he do in the impromptu as compared to other students?

Average. There were many C's. Which is about what I expected.

In high school you see, he has done a great deal of in-class impromptu work. This is why I ask this question.

Then on the term paper he handed in the content was very good but Tom cut a lot of classes and had missed out on the instruction that I had wanted him to have so when he handed it in he didn't have as formal appearance as I desired so the B was mainly for that because it was ... he had a few footnotes but the paper came mainly from one source and that wasn't the kind of paper we were after ... and most of it was from that source and what he thought of himself. That is good for certain assignments but not for a research paper so that was the reason for the B. From his writing I felt he was at least slightly above average.

In what way?

I suppose his ability to think, and writing being a reflection of the ability to think he would be above average. Except he was gone so much and when he was there he didn't say anything.

So he really had a lot of potential, but he really didn't show himself?

I received this explanation of the Effingham Experiment and a kid having had the advantage of that I would have expected that he would have given out more than he did, that he would have had more confidence

than the average student whose background might have been more run of the mill. After reading that, I am even a little more dispaired at what he could have done than I was at the time because I didn't know that he had taken part in this.

Have you had a course or have you been exposed to this symbolic logic approach?

It seems to me from the explanation that it has to do with semantics. I still have his term paper if you would like to see it. Another thing that dispairs me about this fellow is he didn't have the pride in his work to come back and pick it up. I have about eight of them out of two classes of 121 I have of students that didn't come back. One of the things I try to get them to do when they write the papers is to do it well enough that they want it afterwards ... they are involved in it.

Appendix D

(The Instructor's Statement on Student Grading)

Anna, in The King and I, had a point when she said, "... if you become a teacher, by your pupils you'll be taught." On several occasions I have heard more than one English teacher say, "I've learned much about writing from grading my students' papers." If we, as teachers, learn about composition from evaluating our students' themes, then why deny our students the same learning experiences? Why not provide them with meaningful, learning experiences about composition as a result of evaluating each other's compositions? I advocate that students become better writers when they are given the responsibility to evaluate one another's paragraphs and themes.

Since 1964, when I started teaching the Effingham Experimental Project at Effingham High School, I have involved students in the grading of each other's themes. They find this grading experience motivating, challenging, and rewarding.

By no means do I intend to over-simplify a process. I believe, however, that the procedure through which I take students to prepare them for student grading can be used in some degree by any English teacher--an English teacher who is willing to abandon the traditional teaching of composition, who is willing (at least the first year) to put in a few extra hours of preparation, and who has some confidence that her students, if given the opportunity and tools, can become excellent graders. The reward for the teacher's efforts is, after six months of students' evaluating and writing themes, the student's comment, "For the first time I am enjoying writing."

To prepare these students for evaluating their themes, I would like to present this plan.

Let's suppose that you are beginning the school year. On the first or second day of class, assign the students to write an in-class theme (a diagnostic theme) on any topic of their choice or a topic which you select. Collect these themes, read them, and file them in student folders. These themes the students can later study and compare to the themes which they will write at the end of the first semester and again at the end of the second semester. On the next day give the students a diagnostic exam over common errors which students make, such as misplaced modifiers, lack of agreement, wrong case of pronouns, lack of agreement, wrong case of pronouns, lack of parallelism, etc. This exam should be one which you have prepared from examples which you can create or take from handbooks.

Score the tests and return them to the students. At this point give them an opportunity to ask questions and to decide at what point the class should start in reviewing and learning to identify and correct the different errors. Also by letting each student decide what his greatest weaknesses are, based on the test results, a teacher can individualize the instruction. One small group may be working on misplaced and dangling modifiers (I do suggest that these two errors be taught together) while another group is working on lack of agreement or wrong case of pronouns.

Now it is time to expose them to other elements of composition - organization, unity, coherence, beginnings and endings.

A resourceful teacher can find several paragraphs and/or themes to teach these elements. I frequently use a student's paragraph for class discussion. It's at this point that the teacher wants to stress the importance of students' learning to analyze what they read. Give them an organized paragraph and let them discuss what they like about it;

give them a disorganized paragraph and let them discuss what they dislike about it. You as teacher tell them little; you do let them discover much. Insist that they be as specific as possible in verbalizing the weaknesses of the disorganized paragraph. Of course, you hope that they discover the effectiveness of the organized paragraph. You hope that they soon discover why organization in a paragraph is important. The disorganized paragraph which you project on the screen or prepare on a stencil can be any organized theme which you have rearranged to make it disorganized.

Unity can be taught much the same way with samples of paragraphs which are unified and not unified. Again the teacher wants to let the students analyze and discuss the paragraphs. Don't be afraid to give the students a paragraph about which you aren't confident. You don't need all the answers; you can learn along with the students during their discussion of the paragraphs. The teacher's main responsibility is to keep the discussion moving, meaningful, and to provide the students with examples about which they can make discoveries. Bertrand Richards, the principal investigator of the Effingham Experiment, says, "That which is discovered intuitively is learned permanently."

Select a paragraph which is coherent, one which has obvious transitional words such as therefore, on the other hand, however, as a result of, etc. Prepare a stencil of this paragraph and omit all the transitional words, phrases, and devices. Again permit the students to analyze the paragraph and to decide what its weaknesses are. Hopefully, they will notice that the paragraph does not read smoothly — that it sounds choppy. Unless the students have been exposed to words such as coherence and transition, they may not be ready to verbalize

the terms which you want. If that is the case, this may be the time for the teacher to introduce the vocabulary words so that the students can verbalize, in the correct terms, that discovery which they have made about the paragraph which doesn't read smoothly. The more sample paragraphs which students analyze and discuss the more reinforced their discoveries will be.

To help students see a relationship between beginnings and endings of themes, select, from printed materials, sample beginnings and endings, or let the students bring samples to class. Have the students read a beginning of a selection and then the ending of the same selection. Let them discuss what the beginning has in common with the ending. They will discover that a key idea is repeated in the ending or that the ending contains a conclusion which was either directly or indirectly stated in the beginning. The students will surprise themselves, as well as the teacher, as to what discoveries they make about these beginnings and endings.

These points should be emphasized if a teacher decides to have the students evaluate their themes:

1. Involve the students as much as possible in the selection and preparation of models you use to teach the different elements of composition. Let them bring to class examples of paragraphs which can be used to teach organization, unity, and coherence. Some of these students can even prepare the stencils which you use to present each element.
2. Give the students several models of the element which you are presenting. Don't expect them to analyze and discuss one disorganized paragraph and then be able to recognize other disorganized paragraphs, and to write organized

compositions. The more examples you can give them the more reinforced the discovery becomes.

3. Assign the students to write examples of each element of composition after they have analyzed and discussed a sufficient number of examples. Have a student write a well-organized paragraph, and present it to the class in contrast to a disorganized paragraph. The same paragraph, one copy organized and another copy disorganized, can be used to show the difference between acceptable and unacceptable paragraphs.
4. Be patient. Students do not become excellent graders after grading one set of papers. But as far as that's concerned nor do teachers. Provide your students with necessary tools for evaluating one another's compositions. Give them the experiences of exchanging compositions to grade, and assist them in their evaluating. As a result of evaluating compositions, they do develop an insight into writing - an insight which is not developed as a result of writing themes and having the teacher mark the errors and return the themes a few days later.

Appendix E

("Science vs. the Scientific Method: Student Responses to C. P. Snow"--Prepared by Gordon Hoke, Center for Instructional Research and Curriculum Evaluation, University of Illinois, Urbana)

I had the privilege of spending the major part of 1970-71 as an observer in Duane Neet's Rhetoric IV classroom. This action was part of a school - community study conducted by the Center for Instructional Research and Curriculum Evaluation (CIRCE), University of Illinois, Urbana.

The instructor's ability to assist students in the development of skills essential for assimilating, analyzing, and synthesizing information was striking. Classroom observations, interviews with students, and an examination of feedback suggested that students were responding to judgments made by critics of C. P. Snow's famous charge that an irrevocable gap separates the humanities from science.[1]

Michael Yudkin submits that, "for the non-scientist, an understanding of science rests not on the acquisition of scientific knowledge, but on scientific habit of thought and method."[2]

Rhetoric IV students wrote on their final evaluations such comments as:

> (I) enjoyed some of the work in symbolic logic. I understand the truth tables and their relevance to certain situations ... I see no way in which reference formulas are applicable to real situations. I believe, however, that I am able to think and write more logically because of our work with symbolic logic.

. . .

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[1]C. P. Snow, The Two Cultures and the Scientific Revolution, The Rede Lecture, 1959 (Cambridge, England: Cambridge University Press, 1960).

[2]Michael Yudkin, "An Essay on Sir Charles Rede Lecture," in Two Cultures? The Significance of C. P. Snow, by F. R. Leavis (N.Y.: Pantheon Books, Random House, Inc., 1963), p. 55

> (I) have enjoyed working with symbolic logic the most. ... I have to realize that ... the purpose of going through symbolic logic (was) to apply our knowledge.
>
> . . .
>
> (I) do not think one can write abstractly after learning about symbolic logic. Also, our study in logic helps us to evaluate arguments.
>
> . . .
>
> (I) enjoyed our study of symbolic logic most. It seemed to be a combination of many ideas from mathematics and English which was interesting and new to me.

Student comments, then, underscored further criticisms of Snow's thesis.[3]

> It is unfortunate that Sir Charles should stress, as desirable for the non-scientist, the acquisition of scientific knowledge. What would be of value is an understanding of the process and management of scientific thinking; for it is the nature of scientific judgment, the habit of a peculiar form of critical thought, which is characteristic of the scientific culture ...

Snow's declaration that the "clashing point of two subjects, two disciplines, two cultures--of two galaxies, so far as that goes--ought to produce creative chances" was honored in Duane Neet's class. Pupils and teacher combined efforts to provide the best example I have ever seen of the opportunities inherent in a blending of humanities and the scientific habit of thought and method.

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[3] Ibid., p. 56.

Appendix F

(Teacher Evaluations of Student-Grading Workshops)

During the 1969-70 school year, a series of awareness level two-day English workshops were held in central and downstate Illinois. Seven of these workshops were staffed by the Charleston Service and Demonstration Center under the direction of Mrs. June Stark, Demonstration Center Director.

As a part of the two-day workshop, Mr. Duane Neet, demonstration teacher at Effingham High School, presented a program on student grading which evolved from the Experimental Project at Effingham High School. Mr. Neet presented to workshop participants a rationale for student participation in grading of compositions, a recounting of his own involvement and experience with student grading at the senior level, and materials on student grading which had been developed as part of the Effingham Experimental Project.

A total of approximately 170 teachers attended the English workshops at Springfield, Edwardsville, Vandalia, Carbondale, Olney, Belleville and Marion. The reaction of the teachers to Mr. Neet's presentation was highly enthusiastic as evidenced in evaluation comments which they wrote at the end of the two-day meeting. In addition, many of the teachers indicated on the evaluation form that they intended to try student grading in their own classrooms. As a result of the evaluation of the individual workshops, survey sheets were sent out to the participants to ascertain whether or not there was sufficient interest to schedule follow-up student grading workshops in Effingham in conjunction with the demonstration class. In addition, teachers were asked whether or not they actually had tried student grading in the classrooms as a result of attendance at the English

workshops. Twenty-six teachers, grades six through twelve, indicated that they had tried student grading and that they were willing to attend two workshops to be scheduled at three-week intervals in Effingham in the spring of 1970 which would combine a morning's observation of the demonstration class, and an afternoon workshop conducted by Mr. Neet in specific techniques of student grading. Such a workshop was scheduled, and teachers representing Jerseyville, Springfield, Taylorville, Leroy, Teutopolis, Martinsville, Flora, Bartelso, Beecher City, Toledo, Staunton, Belleville, Villa Grove, Carlisle, Pana, Effingham, and Ridge Farm attended.

During the first workshop, the teachers received some preliminary in-put information prior to observing the class in regard to the Illinois Gifted Program and the Effingham Demonstration Center, and they then observed a student directed writing assignment and a student theme grading exercise. Following the class demonstration, the students, who had been released from their other classes, met with the teachers in order to give their perceptions of the student grading experiment. Following lunch at the Holiday Inn, Mr. Neet worked with the teachers in specific approaches to implementing the grading. The teachers left with a plan which they were to try out in their own classrooms before the next session, which was scheduled for the following month.

Because of the difficulty of teachers being released from their own classes, not all of the original teachers were able to attend the second session. However, the enthusiasm with which they reported their experience with student grading was apparent. The basic format of the first in-service session was followed for the second day, with the afternoon being devoted to problem analysis and problem solving in relationship to student grading.

The teachers asked for a third session to be held after the start of the school year in the fall of 1970. Because of pressures of time, it

was impossible to schedule the workshop in the fall of 1970 as early as it should have been scheduled. The teachers who attended the final session held in January of 1971 indicated they had continued student grading with their students and again reiterated their enthusiastic support for student involvement of this nature. (See attachment)

In summary, the combining of awareness level workshops, classroom demonstrations, and in-depth training sessions resulted in program transfer from the Effingham Demonstration Center to English classrooms in a sizeable number of public schools.

Student Grading Workshop
Effingham, Illinois

Teacher Evaluation of Workshop

More info for newcomer needed before seeing class. Better organized than last year. Thanks for the booklet!

I have really enjoyed this workshop. In the past I have tried student evaluation and I intend to do some of it this year. My students have always enjoyed grading other student's papers, but I haven't felt that this year's class was prepared to do any type of evaluation. I believe I can better prepare them now.

I found this session much more useful than the last two because I have something concrete to work with - a place to begin.

Brickbats - Generally, I'm not slow in throwing them when I feel strongly they are needed. However, I can honestly say that I haven't any to throw right now. On the otherhand, I think I have gained much today. This year I have an interested eager class with whom I will be able to use this procedure. For them it will be challenging. Believe me, I shall try student grading. Sincere thanks for the most stimulating workshop I've attended in many a year. I hope there will be more such workshops.

Concrete and inspirational. Excellent. Needs to be a two-day session. Too much for one day, and yet enough left for more.

I saw and absorbed much information at this conference. First, I saw a manual that has the possibility of being used in a rhetorical approach to the teaching of grammar. Second, I absorbed information beneficial in the presentment of this approach to English classes. However, I sincerely believe that this approach to the learning of English would only be successful at the gifted level. Average students could not mentally grasp this information. If you deny this, try it with an average class. This is the only way to prove your theory.

Extreme informative - gave me ideas for improving my course planning. I have always taken a dim view of students grading other students' papers. Now I'm doing an about-face. Thanks for a well-spent day.

Good! However, I don't think it would work with a class containing students of all different levels. If it were possible to have each class contain students with approximately the same IQ, interest level, etc., I believe it would be very effective. I would, though, like to apply parts of your program.

"Very Neetly done!" I thoroughly enjoyed the presentation! I must admit that I was amazed with the enthusiasm shown by your students! I believe that this approach permits students to be more at ease and also enables them to enjoy learning. To me these are prime objectives in education. This demonstration gave me some much needed insight into new areas of writing motivation.

A+ - very Neet! This workshop has been enlightening. I had doubts about student grading on the junior high level but after hearing your explanations and ideas and also hearing the comments of teachers who have employed student grading, I can see that my students could benefit from this program. The entire day has been extremely interesting.

I strongly second the sentiment of the lady who said that she came to this meeting to have her faith restored. Yes - and my enthusiasm rejuvenated. This booklet will be a great help, I'm sure. Thank you.

Thoroughly enjoyed the day. Felt it was a day well spent because I learned many new ideas and techniques which I plan to try in my classroom. Was the first workshop I have attended (none last year). Mr. Neet is a very capable and dynamic leader.

This day has been interesting, enlightening, and challenging. Now, back to some ninth graders who cannot tell a noun from a verb. Your method of teaching organization (unity, coherence, emphasis) will be a fresh start. It has been most enjoyable. Thank you very much!

Very good, interesting! I think the students were genuinely stimulated and felt relatively free to develop their thinking with the idea that they would be accepted. Nothing is better than to accept before college, the idea that criticism may not be so kind. After a purely formal English course (traditional) the student is not able to compete with Evanston Township and New Trier, unless he too, has had some individual thinking.

The session today has been more helpful than the two previous sessions because of more specific information. I profited from the others, but feel that I can adopt certain ideas learned today to my non-college preparatory seniors. One class is quite enthusiastic, the other is opposed to writing itself.

This has been most worthwhile and helpful. I especially liked the observation of the class this morning. I learned some new ideas for training students toward theme grading.

I always enjoy these sessions and this one is no exception. It has been excellent. Some Gifted sessions have been "spacey" to the extent that there was little of tangible benefits. This has been "just great." I am going away looking forward to the next session. Thank you so much.

The classroom demonstration was impressive - your students obviously are becoming increasingly capable. Your presentation has inspired and challenged me. I hope I can use some of the methods I observed today. In the final session, one teacher monopolized too much of the time. You could have been throwing out ideas. Perhaps you should make time for an after period where such individuals can council with you; this was the only thing all day I did not appreciate. Thank you.

It has been a rewarding day! I think I have received the inspiration, confidence, and information that I need to carry on the rest of the year. Thank you for sharing your techniques with us. Your methods have helped me very much.

My problem in teaching writing is keeping lessons organized and avoiding diversification. Today's workshop helped me select fundamental lessons. I need most to cut out clutter. I think that, at least partially as a result of these workshops, all my students write with better unity than other classes of mine have in the past.

Thank you for giving us such concrete materials to take back to our class. May we have another workshop before the end of the year? I'm sure we could all profit from more sharing of ideas.

I have greatly profited from today's workshop experience. The situation (class) was realistic and the teaching demonstration a joy. Perhaps I related to this because I feel our philosophies regarding teaching objectives and evaluations are much the same: A. no set answers; B. exchanging ideas; C. finding good and bad points; and D. seeking to grow by self-direction. The workshop situation in the P.M. was meaningful because it was specific and tangible. We heard examples and received specific material. Lastly, I believe many of these ideas will apply to many class situations. How do we go about receiving your help at a Workshop Situation?

The day was extremely beneficial for me. I feel that I need the sense of direction you gave me today. The printed information and plans give me the security I have been seeking. (I have been floundering in my attempt at student grading.) I was under the assumption that this meeting would be scheduled for late September or early October of 1970. I could have used it then. Why the delay?

Appendix G

(Teacher Evaluations of Student Grading of Composition)

These comments teachers offered at a teacher inservice workshop in Effingham, Illinois. The divisions indicate the levels at which the teachers tried student evaluation of one another's paragraphs and themes.

Teacher's Comments

Teacher Workshop on Student Grading
March 3, 1970

Sophomores and Seniors

General Comments:

I am enthused about the idea and believe teaching in general (and teaching English in particular) is crying for unique, creative ideas to boost the level of achievement for the student.

Strengths:

The students become involved in finding mistakes, pointing out the mistakes and seeing that the mistakes are corrected; whereas, when the teacher hands back a paper with a grade and correction, too often the student immediately hunts for the grade and forgets to evaluate the corrections and comments and neglects to learn from them. This idea has definite motivating power (especially for the beginning of next year).

Weaknesses:

Lack of time for introducing the concept of student grading to my students was a major draw-back. I did not have sufficient time to orient the class properly nor to give the students all the groundwork in basic grammar which they needed (at least a review) before they began grading. This March 3 date kept looming in front of me hurrying me on.

Sophomore-Junior-Senior College Prep.

General Comments:

I have tried student grading with seniors only. I have encountered few problems as far as the students are concerned. My problem has been finding the time to type up a theme to run off, but I realize I can have them each grade a different composition.

Strengths:

It has brought to my attention the fact that the students know much more than their own writing shows. They are able to find errors in other papers that they habitually make in their own writing.

Weaknesses:

Quite often they mark something wrong that simply does not sound right to their own ear, but may be perfectly correct. I have also had trouble getting the students to carry this over in their own writing. They fail to be critical then.

Grade 9

General Comments:

Favorably accepted by most students.

Strengths:

Students more critical and proofread more carefully with this practice. Time-saver for teacher if material is not always rechecked. If critiques are written - students have practice in writing thoughtfully. Enjoy reading other classes' efforts. Like a peer's evaluation. More written compositions can be assigned if teacher does not have to check every paper submitted.

Weaknesses:

Some students miss checking many errors, if weak in English and all of class must be given a paper. If overnight grader is absent, some students do not have a critique at regular class time. Occasionally paper is misplaced by student grader.

10th Grade Level

General Comments:

I am fascinated with student grading. It seems to offer many advantages for both teacher and student. I greatly believe in the theory that kids are good teachers and can readily learn from each other. I find that student grading supports - and proves - the theory. As a teacher, I feel much less burdened with a set of papers now than I had previously. Before I had always dreaded the grading and expected the most atrocious errors. Now the students save me one half the time and one half the trouble which I used to be faced with.

Strengths:

Students see common errors in other papers which they oftentimes cannot see in their own writing. When the paper which a student has written is returned to him, and he sees that he has made the same careless error which he found in grading another student's paper, he seems to look at his own writing less subjectively. Because he has had to grade another person's paper and had to be very objective in doing so, a student, in turn, can look at his own paper and be more objective about his own work.

Weaknesses:

My weakness has been no fault of the student grading program. I need to stress grammar and organization more than I have done up to this point. I feel as if I could do a better job if I had begun the year with a concentrated period of grammar study, rather than doing bits and pieces, as I have done so far this year. Hopefully, next year, I will have a better approach planned so that I may fully use your suggested program.

Junior High School Level

General Comments:

Grading or evaluating themes by students can be very interesting and rewarding for both the students and the teacher. Well-planned organization is very necessary. Students are usually very receptive.

Strengths:

Stimulates interest for both the author and the student grader. Students learn from applying their knowledge. Many students try harder if they think another student will grade their theme. Writing and correcting a group of sentences (not necessarily paragraphs) can be a good learning situation for the younger students.

Weaknesses:

Many junior high school students are not mature enough or capable of evaluating a theme.

8th Grade

General Comments:

In general, I like the student grading. It gives the student being graded the feeling that he is not only doing a required bit of writing but also he is being judged by one of his own kind. My experience with this student grading, so far, has been gratifying to all concerned. (This may sound inconsistent with item two under weaknesses. I have one student who questions everything regardless of what it is.)

Strengths:

1. Students become aware of errors to watch for.
2. They are interested in reading another student's work and marking it.
3. They are sincere in their efforts to do a commendable job for themselves and the student they are grading.
4. They are able to improve their own writing after they have found errors on another paper.

Weaknesses:

1. In my situation, it is necessary to do most of the work in class. This limits the amount of student grading we can use.
2. Some of the students question the comments unnecessarily. This is something I have to correct.

9th Grade

General Comments:

From what I've seen of your classes, the students are both enthusiastic and knowledgeable. They like the variety of the classroom situation, and, from what I've observed today, they have learned considerably more than what I learned - critically - in my senior year in high school. A program I ran into consistently was that the students find themselves rating everything they see and read.

My class has graded only twice, and they surprised me with their knowledge of what is wrong. I wish they could be so critical of their own themes! Their enthusiasm is stirred primarily because of the unique situation.

Strengths:

If the student can look at his own papers objectively, self-criticism can be of value. The real strength of the program lies in giving them guidelines, and then putting the guidelines into practical terms. By seeing these problems on other's themes and their own themes, the students have a direct application. Most teachers tend to teach writing and grammar from a text, and once they leave the textbook exercises and guidelines, they leave the subject - and so do the students.

Weaknesses:

Continuing from "General Comments", I have spoken with several students who felt that they had become too critical of everything they had read, and, if they're reading a book, for example, they lose the charm of the story because of the many rhetorical errors they can see.

I am personally against a lengthy book report, because I have found that, this year, when I began asking for book reports on one 4 x 6 card, they were much more enthusiastic. I do not grade the card report. I simply file it. Because they had been required to write lengthy reports for their books heretofore, they didn't even want to read! A simple 4 x 6 card gets them to read.

10th, 11th and 12th Grades

General Comments:

- A time saver for teachers, if graded correctly
- Arouses interest in what sometimes has been a boring study (theme writing)
- IT WORKS!
- More specific information on how this technique could be applied to slow learners would be helpful. We seem to be catering to the "A" student, who is the exception in my classroom.

Strengths:

- Makes the student grading the theme aware of composition errors, as well as being a composition exercise for the writer.
- Incorporates a knowledge and use of grammar into the lesson, without being a repetitious text book exercise which the student has been exposed to since grade school.
- Gives students an air of self-confidence in their handling of the English language.

Weaknesses:

- Grades fail to uncover major errors, and I had to go back and regrade the theme.
- Marked errors that were not committed.
- Needs to be a class in itself as takes a great amount of time when your curriculum calls for the study of a broad literature program as well.

12th Grade

General Comments:

As an overall picture, the student grading system seems to be quite an "eye-opener" to many students. Those students who take the task seriously find many errors in the papers that they correct to be mistakes of which they too are guilty.

It has been a time saver for this teacher and could be even more effective had I incorporated the system sooner.

Strengths:

Students feel a genuine obligation to help each other by the evaluation of compositions. The students evaluation system often implants more vividly the basic errors made in compositon.

The grading carried on by students is often more critical than the teacher grading. This factor helps ease the "grade situation."

Weaknesses:

My students are not as learned as yours in evaluating compositions. My course is concerned with a survey of English literature as well as composition. Not only is there a time limit, but the knowledge of this teacher concerning good composition is also limited (in comparison to your knowledge).

In addition to the limitations previously stated, some students refuse to take the task of evaluation in a serious manner. They feel that this evaluation is the teacher's duty--not theirs. Thank you for taking the time and effort to help us.

9th Grade

General Comments:

This is a program that would be better if started at the beginning of the year. It seems I have tried so many methods that I lack continuity in activities. If we had started this at the first, they would not feel that I'm shoving or rushing them into something the last semester of school as a redemptive measure.

Strengths:

The students realize the amount of mistakes made and the time it requires to give justice to a paper. They are able to read other student's themes to see what they are doing--better and worse. They learn to spot mistakes by reading over a paper and that they commit many stupid errors that could be corrected by rereading.

Weaknesses:

It takes a good deal of time for an English class which must cover literature and grammar even though we incorporate the grading within these units. The better students do not respect the grading ability of the poorer students. It is difficult to create an attitude of helpfulness among the students. They see it more as a tearing down of the eggheads exercise. They are not well enough acquainted with many of the errors to spot them.

9th, 11th and 12th Grades

General Comments:

A Junior-Senior Grammar Class and a Freshman English Class both showed sustained interest in grading a theme which each had a copy of.

In the beginning the Advanced Grammar Class has been hesitant to mark errors on themes of their classmates who they knew had written that particular theme.

Strengths:

Student grading seems to have a much higher motivational level than merely revising a teacher graded theme.

A class should be able to cover more themes in less time. Having a different reader of each theme seems to be an incentive to the student to write more interesting themes.

Prestige of being in the judge's shoes should enhance the image of the grader in his own eyes. I think I have observed this quality or trait emerging as we continue to do student grading.

So far, a few of the best language students in the class seem to use terms of grammar and syntax with more assurance and accuracy.

Weaknesses:

Orientation of students to grading the themes of others requires typing and duplicating which might be difficult for some teachers to manage--availability of materials.

If your class has much range of ability, weaker students have to be brought out. In four weeks' time, I find that weaker students have not contributed and I am unaware of their ability to grade themes at this point. I think I'll be able to draw them into the class as time goes by.

10th, 11th and 12th Grades

General Comments:

I have tried this with all my sophomore classes, which are heterogenous. I began with the directions for a design idea and had them also give directions for a picture or describe a picture. They weren't too impressed by the results and alarmed the artists for any misrepresentations. I then began lessons in grammar (subject-verb agreement). They then wrote 10 sentence paragraphs which contained 10 errors in subject-verb agreement. The papers were exchanged and corrected. Interspersed with the grammar were lessons on unity and organizations of paragraphs.

Strengths:

It causes the students to be more aware of what they write in that they take their writing more seriously. When an error is marked they understand why it was marked. Their writing is more organized and unified. When I get the thing really going, it will be a wonderful thing.

Weaknesses:

The poor students can't keep up, consequently, a good student isn't really getting a fair evaluation of his work when a poor student is responsible. Sophomores lost interest quickly.

9th Grade

General Comments:

I honestly think student grading is an exciting and productive method for both the students and the teacher. I intend to continue the rest of the year and use some things I had forgotten or misunderstood.

Strengths:

The involvement factor is a strength of student grading. Also the method allows freedom from book activities. A whole unit of such work allows more students the repeated work in order for the points to finally "dawn" on them.

Weaknesses:

It is often frustrating not to be able to catch or grade all errors of all students. The glaring errors are often the only ones or the frequent ones graded. As a teacher, I need to learn ways to vary not the daily writing assignment only, but the grading by students; class discussion can get to be in a rut. Also there is a problem of talking about errors that are above the heads of some students. Sometimes it seems we are so broad in our grading. We don't really settle down to one or two errors, but we are doing the same errors repeatedly. I see now I should have made a purpose for each assignment.

12th Grade

General Comments:

I find that in some groups certain students will ignore some errors deliberately in order to give a better grade to a friend. They don't expect me to check them over and are surprised but amused when caught. This applies more to such work as spelling, vocabulary, etc., rather than to compositions. So far, they have been reluctant to grade each other's writing efforts.

Strengths:

Except for those mentioned above, most of my students who have done any grading have learned from the experience. They seem to become more alert to find any errors in other papers and, since they dislike appearing stupid to others, they try to do better work themselves. I have had more success with this in French than in English.

Weaknesses:

My students are most reluctant to let other students see their papers. They seem to know what others have written, even from different classes, in spite of keeping names from them. I have put paragraphs on the board with no visible identification marks and have had this happen quite often.

I have much better results in the first hour class than in the seventh hour class of the same level.

9th Grade

General Comments:

Difficult to get myself oriented and started, but once going new ideas come. I want to use it more fully next year when I can get off on good footing.

Strengths:

Student interest. Higher quality of work from students, even the very poor ones - remedial freshmen.

Weaknesses:

Poorer students need more background time.

8th Grade

General Comments:

This project of student grading has been a tremendous help to me. Students are able to find on each others papers the commonest errors and these can be corrected without help from me. Therefore, student grading frees me to plan. They like to grade classmate's papers and look forward to the three or four writing lessons we have each week.

Strengths:

Student grading has made my pupils more aware than they had been that what is written on a page must make sense. They are learning to use clear and exact words to convey the meaning they wish to make. They look for errors in each others papers like a hunter looks for game.

Weaknesses:

None.

8th Grade

General Comments:

1. Promotes interest in subjects
2. Promotes interest in becoming aware of details
3. Correct errors in rough draft before they hand in papers
4. They find out that the errors marked by the teacher are valid and easily spotted.

Strengths:

1. Makes students aware of errors.
2. Lessens fears of 'loss of face' in really doing their job - correcting.
3. They have to know what the errors are.
4. Must be aware of good points
5. Awareness of viewpoint of others
6. Aleviates boredom - mine.
7. Improves quality of work

Weaknesses:

1. Possibility of "coercion' among friends and enemies.
2. At first, there is a temptation to 'cut someone down to size.'
3. Attempts are made to justify errors.
4. I can see a possibility of a 'do-grader' attitude - not correcting <u>all</u> errors.